Language Attitudes of Japanese University Students Toward Japanese English
－A Proposal for English Education－

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Abstract　The purpose of this study is to investigate the language attitudes of Japanese university students toward Japanese English in comparison to their attitudes toward Chinese English and American English. Voiced Guise Technique and questionnaires were used as methodology, having 80 students as participants. The study found that their evaluation of Japanese English was intermediate in terms of solidarity, yet negative in terms of status. In addition, motivations for learning English and preference for English teachers showed some correlation with language attitudes. Based on the findings, this paper suggests that a pluralistic view of Englishes should be promoted in English education in Japan.
Keywords　Language attitude, Japanese English, Voiced Guise Technique, English education

概要　本研究の目的は、日本人の話す英語（日本英語）に対する日本人大学生の言語態度を、中国英語とアメリカ英語に対する言語態度と比較して検討することである。日本人大学生 80 名を対象に、ヴォイストガイズ・テクニックと質問紙を用いて検証を行った。因子分析の結果、言語態度は、親近感や一体感を示すソリダリティと、社会における地位に関する認識を示すステータスの 2 つの側面に分けられた。日本人大学生は日本英語に対して、ソリダリティ面では中間的な態度を抱き、ステータス面では否定的な態度を抱いていることが分かった。さらに、英語学習への動機や英語教師に対する志向と言語態度の間には、ある程度の相関がみられた。これらの結果から、日本での英語教育において、英語の多様性を伝えることの必要性が示唆された。
キーワード　言語態度、日本英語、ヴォイストガイズ・テクニック、英語教育

1. Introduction

The English language, which started as a language spoken by several million people in England, has now become an international language. According to Crystal (2003), the number of people who have adequate level of English skill for communication has reached around 25% of the population of the world (p. 69). There are more people who speak English as their second or foreign language than those who speak it as their first language (Jenkins, 2009, p. 4). With its spread worldwide, "nativization and acculturation" (Kachru & Smith, 2009, p. 3) of English have been occurring. Distinct characteristics have developed, and English has become "Englishes" as a consequence.

Reflecting and reinforcing its spread, English has been taught as an important subject worldwide, especially in higher education. Japan is no exception to this trend. In classes, target models have been either American English or British English (Yoshikawa, 2005, p. 351; Matsuda, 2009, p. 173), and Japanese students have a tendency to hope to use English like British or American speakers (Matsuda, 2003, p. 489). Despite these target models and preferences, English used by Japanese people tends to have characteristic features concerning pronunciation in

particular. For one thing, their native language, Japanese, is likely to influence their performance in English. Moreover, many English teachers in Japan are native speakers of Japanese, who are speakers of English influenced by the Japanese language. As a result, as Honna (2006) argues, the most likely outcome of current English education in Japan could be users of "Japanese English" (pp. 161-164).

In addition, with the acceleration of globalization, Japanese people have increasing opportunities to hear different Englishes including non-native Englishes such as Chinese English. As such occasions emerge, a question arises as to what attitudes Japanese students hold toward various Englishes. Language attitude is an important sociolinguistic concept (see Cargile, Giles, Ryan, & Bradac, 1994; Holmes, 2008). As Garrett (2010) observes, people's language attitude is directed at every element of language (p. 2). Language attitudes of students are closely related to language learning (Lai, 2005), and their attitudes toward Englishes could potentially affect their learning of English. If Japanese English is the most likely outcome of today's English education in Japan, as Honna claims (2006, pp. 161-164), then Japanese students' attitudes to Japanese English need to be studied. Accordingly, it is imperative to

investigate attitudes of Japanese learners of English toward different Englishes, including Japanese English.

However, there have only been a limited number of studies on Japanese students' attitudes toward Japanese English. Chiba, Matsuura, and Yamamoto (1995), which was based on Matsuura, Chiba, and Yamamoto (1994) was one of the earliest studies in the field. They compared Japanese university students' attitudes toward English accents of the UK, the USA, Japan, Hong Kong, Sri Lanka, and Malaysia. A questionnaire about language learning was also conducted to investigate the relationship between language attitudes and language learning. However, in the study, attitude was treated as a single-dimensional concept. Moreover, Japanese university students' attitudes toward different Englishes could have shifted in the 15 years since this study. In addition, Chinese English, which has shown rapid development recently, was not involved in Chiba et al. (1995).

McKenzie (2008 a, b) are two of the recent studies on Japanese students' language attitudes. The studies investigated Japanese university students' attitudes toward American, British, and Japanese English along the two dimensions of status and solidarity. This research provided quantitative as well as qualitative information on Japanese students' attitudes toward English varieties. However, this study used materials which were not controlled except for the topic, and too many variables might have been involved as a consequence. In addition, unlike Chiba et al. (1995), other non-native varieties were not included.

Accordingly, it is necessary to conduct an up-to-date study which compares Japanese students' attitudes toward Japanese English with their attitudes toward native and other non-native Englishes, focusing on a certain linguistic aspect. In addition, multiple dimensions of attitudes need to be considered. The present study attempts to fill the gap in the previous studies by investigating Japanese university students' language attitudes toward Japanese English, American English, and Chinese English. As phonology is one of the most conspicuous differences among varieties of English (Kirkpatrick, 2007, p. 17), the focus of this study is on phonological aspects of the Englishes. American English was chosen as it is the main target model used in the current Japanese educational system (Matsuda, 2002; Yoshikawa, 2005; Matsuda, 2009). Chinese English was chosen as it is another variety of English used as a foreign language by non-native speakers. It is a rapidly growing variety of English (see, for example, Hu, 2004; Yang, 2006; You, 2008; He & Li, 2009), and is also a variety Japanese university students could encounter in society, with the increase of interaction between Japan and China.

2. Research questions

The main purpose of this study is to investigate Japanese university students' language attitudes toward Japanese English. In order to highlight this, American English (native variety) and Chinese English (non-native, foreign variety) are used for comparison. The relationship between language attitudes and factors of learning English are also studied. In addition, participants' social variables such as gender and exposure to Japanese English and their relationships to language attitudes are investigated. This study thus addresses the following research questions.
1. What language attitudes do Japanese university students hold toward Japanese English in comparison with their attitudes toward American English and Chinese English?
2. Are motivation for learning English, preference for language teachers, and awareness of world Englishes related to language attitudes?
3. What social variables of participants are related to attitudes toward different Englishes?

3. Methodology

In order to investigate the research questions, data was collected by using voiced guise technique (VGT) and a survey. VGT is an indirect technique for assessing language attitudes, based on the matched guise technique developed by Lambert, Hodgson, Gardner, and Fillenbaum (1960). It asks participants to listen to unlabeled recorded language samples, and then to evaluate the personality and impression of the speakers in order to indirectly assess attitudes participants hold toward the language samples. The studies which have utilized VGT include Chiba et al. (1995), Dailey, Giles, and Jansma (2005), Hiraga (2005), and McKenzie (2008 a, b).

3.1 Materials

In order to conduct VGT and a subsequent survey, three pieces of materials were prepared: speech samples of Englishes, Questionnaire A, and Questionnaire B. The speech samples and Questionnaire A were for VGT, and Questionnaire B was for the survey.

Speech samples

For this study, sound files were selected from the Speech Accent Archive (http://accent.gmu.edu/), an on-line corpus administered by the Department of English at George Mason University (Weinberger, 2010). The database consists of sound files of the same English passage read by speakers of different language backgrounds in order to

demonstrate different native and non-native English accents.

From the archive, sound files of Japanese English, American English, and Chinese English were obtained. From these files, one sample for each English was selected as materials for the VGT due to typicality of the accents and similarity of the voice quality. Speaker 1 was a native speaker of Japanese. Speaker 2 was a native speaker of English from Ohio, USA. Speaker 3 was a native speaker of Putonghua. All speakers were female of age between 29 and 34. Speaker 1 and Speaker 3 had started to learn English as a foreign language in junior high school. The voices of these speakers were similar in pitch. However, as Speaker 2's reading speed was faster, it was slowed down digitally without affecting the voice quality. The length of the speech samples after the editing was between 26 and 30 seconds.

Questionnaire A

Questionnaire A was in the form of 7-point semantic-differential (SD) scales, which asked participants to express their impression of speakers by listening to the recordings. In the present study, the SD scales used in McKenzie (2008 a, p. 69) were utilized, as they were developed specifically for language attitude studies in a Japanese context. The SD scales consisted of 8 bipolar adjectives. As the participants were Japanese university students who could vary in English proficiency, it was decided to use a Japanese translated version of these SD scales on the questionnaire. At the beginning of the questionnaire, instructions were written in Japanese, and the English passage used in the database was also provided.

Questionnaire B

Questionnaire B asked participants' general beliefs about learning English and about world Englishes (see Appendix). All question items in the actual survey were in Japanese, and were in the form of 7-point rating scales. Three groups of questions were mixed and presented: motivation for English learning, preference for language teachers, and awareness of world Englishes.

3.2 Participants

Data were collected at two universities in Japan. Eighty-two students in total participated in the study. Among them, 70 students from 7 classes participated as groups, and 12 students participated individually. Two incomplete questionnaires were eliminated from the analysis. Therefore, the total number of questionnaires which were analyzed was 80.

3.3 Procedure

The procedure for each session was standardized. The instructions and the speech samples were organized into the form of one recording with necessary intervals in between. There were 6 patterns of recordings in order to randomize the order of the speech samples. The participants were asked to follow the recording to fill in the two questionnaires. For Questionnaire A, the participants listened to the three Englishes and indicated their impression of the speaker along the 7-point SD scales. Thirty seconds were given to look at the English passage and the SD scales before the start of the first sound file. Each English was played twice, and there was a 30 second interval between the two different English samples. All questionnaire forms were collected after the participants completed Questionnaire B.

4. Results and analysis

Data were analyzed by using SPSS version 18.0.2.

4.1 Dimensions underlying language attitudes: solidarity and status

First of all, factor analysis of responses to the SD scales (Questionnaire A) used in the VGT was conducted in order to identify the underlying dimensions of language attitudes. The adjectives were: I1) pleasant, I2) confident, I3) clear, I4) modest, I5) funny, I6) intelligent, I7) gentle, and I8) fluent. These items were divided into two groups as a result of factor analysis. However, as there were items loaded on both factors, I3 and I5 were eliminated from further analysis. This result could be due to the Japanese translation of these adjectives.

Accordingly, factor analysis of the items I1, I2, I4, I6, I7, and I8 was conducted. The result as in Table 1 indicated that the adjectives could be divided into two groups: I7, I4, I1 and I8, I6, I2. The extraction method was Principal Axis Factoring, and the rotation method was Promax with Kaiser Normalization. Factor 1 is related to the solidarity dimension. Factor 2 is related to the status dimension. Therefore, in the following, investigation will be conducted along these two dimensions: solidarity and status.

Table 1: Factor analysis of the adjectives

	Factor	
	1	2
I7 (gentle)	**.765**	.013
I4 (modest)	**.656**	-.147
I1 (pleasant)	**.527**	.131
I8 (fluent)	-.008	**.822**
I6 (intelligent)	.124	**.490**
I2 (confident)	-.162	**.300**

4.2 Comparison of attitudes toward Japanese, American, and Chinese Englishes

The second stage of analysis was to compare the participants' language attitudes toward Japanese English, American English, and Chinese English along the two dimensions of solidarity and status. The mean and SD of each English along the solidarity dimension is given in Table 2.1, and those along the status dimension is given in Table 2.2. The score on each dimension could range from 1 to 7, with 4 as the middle point.

Table 2.1: The solidarity dimension

	Mean	SD
J1, J4, J7 av.	3.96	1.04
A1, A4, A7 av.	3.28	.96
C1, C4, C7 av.	4.96	.82

Table 2.2: The status dimension

	Mean	SD
J2, J6, J8 av.	3.51	.94
A2, A6, A8 av.	5.46	.84
C2, C6, C8 av.	3.47	.87

Solidarity

To see if difference in the mean value along the solidarity dimension was significant, a t-test between the Englishes was conducted. The result is shown in Table 3.1. As Table 3.1 indicates, significant differences ($p<0.01$) were found in all three pairs. Therefore, the ranking given by Japanese university students along the solidarity dimension was as follows: 1. Chinese English, 2. Japanese English, and 3. American English.

Table 3.1: t-test of the solidarity dimension

	t
J1, J4, J7 and A1, A4, A7	3.912**
J1, J4, J7 and C1, C4, C7	-7.484**
A1, A4, A7 and C1, C4,C7	-10.704**

** $p<0.01$

Status

To see if difference in the mean value along the status dimension was significant, a t-test was conducted. Table 3.2 shows the result. As it indicates, significant differences ($p<0.01$) were found between Japanese English and American English and between Chinese English and American English. However, a significant difference was not found between Japanese English and Chinese English.

Therefore, American English was evaluated significantly higher than the other Englishes.

Table 3.2: t-test of the status dimension

	t
J2,J6,J8 and A2, A6, A8	-12.742**
J2, J6, J8 and C2, C6, C8	.276
A2, A6, A8 and C2, C6, C8	15.931**

** $p<0.01$

4.3 Factor analysis of Questionnaire B

The third stage of analysis was to determine the underlying dimensions of the question items on Questionnaire B (see Appendix). As three different types of questions were randomized and presented, factor analysis was conducted on each category. The extraction method was Maximum Likelihood, and the rotation method was Promax with Kaiser Normalization.

The first group of the questions asked about motivation for learning English. As the result of factor analysis indicates (Table 4.1), three factors were elicited. The following labels were given to each factor: Factor 1: integrative motivation, Factor 2: instrumental motivation, Factor 3: societal motivation.

Table 4.1: Factor analysis of motivation

	Factor		
	1	2	3
Q8	**.785**	-.262	.136
Q1	**.761**	.034	.009
Q19	**.481**	.410	-.226
Q10	.085	**.890**	.113
Q3	-.231	**.501**	.131
Q15	.120	.096	**.623**
Q12	-.113	.091	**.555**

The second group of the questions asked about language teacher preference, that is, preference for Japanese teachers or native teachers in learning English. Only one factor was extracted. However, as Q6 and Q17 showed negative values, this category was divided into two groups: Q4, Q13 and Q6, Q17. The former group was named preference for native English teachers, and the latter was named preference for Japanese teachers of English.

The third group of the questions asked participants whether they believed different Englishes should be given equality with native varieties. This category was labeled as awareness of world Englishes. Factor analysis was attempted, yet as there was suspicion of multicollinearity on

Q18 and Q20 respectively, these items were eliminated. Factor analysis on the remaining items then elicited three factors (Table 4.2). However, as Factor 3 had only one item, the following analysis was conducted without it. Factor 1 was labeled as belief in equality of diverse Englishes, and Factor 2 was named recognition of English use between non-native speakers.

Table 4.2: Factor analysis of awareness of world Englishes

	Factor		
	1	2	3
Q16	**.736**	-.097	.099
Q2	**.540**	.115	-.200
Q5	**.505**	-.084	.070
Q11	-.026	**.590**	-.156
Q14	-.060	**.387**	.238
Q9	.288	**.386**	.306
Q7	-.059	-.070	**.643**

4.4 Relationship between language attitudes and motivation, teacher preference, and awareness of world Englishes

The fourth stage of analysis was to investigate whether there was any relationship between language attitudes toward the three Englishes and the factors of learning English. The method of analysis was Pearson's Correlation analysis. As this study focused on language attitudes toward Japanese English in comparison with American English and Chinese English, analysis was conducted between Japanese English and the other two Englishes respectively along the two dimensions of solidarity and status. As there was no statistically significant difference between Japanese English and Chinese English in terms of status, this comparison was eliminated from the following analysis.

First, factors of learning English and their attitudinal difference toward Japanese English and American English were analyzed. The analysis showed that there was no significant correlation in terms of solidarity. In terms of status, there was some correlation, although not very strong, between integrative motivation of learning English and attitudinal difference between Japanese English and American English (r=0.225, p<0.05). This means that the participants' higher evaluation toward American English compared to Japanese English is related to their higher integrative motivation of learning English. Likewise, there was also a correlation with preference for native teachers, although again not very strong (r=0.278, p<0.05). This means that the participants' higher assessment toward

American English is related to their preference for native English teachers.

Second, the relationship between factors of learning English and their attitudinal difference toward Japanese English and Chinese English was analyzed along the solidarity dimension. There was a slight tendency of correlation between belief in equality of diverse Englishes and attitudinal difference. This means that the smaller attitudinal difference toward the two Englishes could be related to belief in equality of diverse Englishes. However, this result was not clear enough.

4.5 Relationship between attitudes and participants' social variables

As the fifth stage of analysis, the relationship between participants' social factors and their evaluation toward each English was investigated to see if social factors could be related to differences in assessment. However, as the number of participants in each sub-group was relatively small, this stage of analysis should be regarded as supplementary to the previous stages of analysis.

The method of analysis was a t-test. Gender and year did not have a significant effect on the evaluation both in terms of solidarity and status. However, differences in exposure to English at university turned out to have a significant influence on evaluations of Japanese English. Participants who had taken longer hours of English courses and had had more exposure to Japanese English (N=29) tended to show a higher evaluation of Japanese English in terms of solidarity (t=2.817, p<0.01), yet a lower evaluation toward it in terms of status (t=-3.288, p<0.01) than those with less exposure to Japanese English.

5. Discussion
5.1 Language attitudes of Japanese university students toward Japanese English

For the solidarity dimension, Japanese English was ranked between Chinese English and American English (see Table 3.1). The score given to Japanese English was intermediate (M=3.96, SD=1.04). First of all, Japanese English and Chinese English received significantly higher evaluations than American English. This means that the participants distinguished non-native Englishes from native English and expressed more emotional attachment to them. A possible account for this is that the Japanese university students identified themselves more with the speakers of non-native Englishes. They might distance their English psychologically from native Englishes, regarding native Englishes as different varieties from their own English.

However, a clear distinction was also made between the two non-native Englishes in terms of solidarity, that is, the evaluation toward Chinese English was significantly higher than the evaluation toward Japanese English. Considering that the participants were Japanese university students, it was expected that Japanese English would be assessed higher. However, this was not the case in this study. A possible reason behind this is that the Japanese participants' ambivalent attitudes toward Japanese English are reflected in the intermediate score of Japanese English through the solidarity dimension. Although Japanese university students psychologically identify their English with non-native Englishes, as the higher evaluation of non-native Englishes implies, they might not want to consider themselves too strongly as speakers of Japanese English at the same time. On the other hand, Chinese English is not their "own" English, and participants might have treated it as a different non-native English, without associating it with their English.

For the status dimension, Japanese English was ranked significantly lower than American English. There was no significant difference between Japanese English and Chinese English (see Table 3.2). This result first of all shows that the Japanese university students clearly distinguished native English from non-native Englishes. Not only did native English receive a significantly higher evaluation, the score itself was very high (M=5.46). This could be due to the selection of native Englishes as target models in the Japanese educational system. Moreover, the persistent belief among Japanese people that native speakers are the best users of English (Honna, 2006, p.155) is likely to be another reason.

However, the participants did not give significantly higher or lower evaluation toward Japanese English compared to Chinese English. This indicates that non-native Englishes were perceived and grouped together in clear contrast with American English, which is a native English, no matter whether a specific variety is prevalent in Japan or not. This could be due to the belief among Japanese people, which was described above, that English belongs to native speakers and that native English is the "real" English.

To summarize the two dimensions, non-native Englishes received higher score in terms of solidarity, and lower score in terms of status. Within non-native Englishes, evaluation differed in terms of solidarity. Accordingly, concerning the first research question, the present study has shown that Japanese university students hold complex attitudes toward Japanese English. Japanese English is pointed out by Honna (2006) as the most likely outcome of the current English education in Japan (pp. 161-164), yet attitudes of Japanese students toward it are ambivalent and not necessarily very positive.

5.2 Language attitudes and their relationships with factors of learning English

For motivation to learn English, integrative motivation had a tendency to correlate with the status dimension of attitudinal difference toward Japanese English and American English. Higher integrative motivation means to hold incentives for studying English in order to learn cultures of inner circle countries (countries where native Englishes are spoken), trying to identify themselves with those cultures. Therefore, higher integrative motivation is likely to be related to a higher evaluation of native Englishes, in this case, American English. There was also some correlation between higher preference for native English teachers and attitudinal differences toward Japanese English and American English. This tendency seems to be understandable, as participants with a higher preference for native teachers are likely to hold positive attitudes toward the English those teachers use.

5.3 Social variables of participants and language attitudes

In this study, social variables such as gender and year did not have a statistically significant effect. However, the group of participants who received longer hours of English classes and had more exposure to Japanese English gave a significantly higher evaluation of Japanese English in terms of solidarity, yet a lower evaluation of it in terms of status. More exposure to Japanese English through classroom activities such as group discussions means increased familiarity with Japanese English. This is likely to have led to higher solidarity, yet this cannot explain the reason the status evaluation of it became lower. A possible reason is that the participants with longer hours of English classes are also likely to have been exposed more to native Englishes through textbooks or through having native teachers. This might have led them to evaluate their own English lower in terms of status despite the familiarity with it.

6. Implications, limitations, and suggestions
6.1 Implications

This study has shown that Japanese university students hold complex and ambivalent language attitudes toward Japanese English. The results imply that they do not regard various Englishes of the world as equal varieties. There seems to be a persistent belief among them that the

ownership of English belongs to native speakers, although they have expressed certain solidarity toward non-native Englishes. However, as was stated at the beginning, there are more people who speak English as a second or foreign language, and English has developed characteristic features in each area. Various Englishes are used across the world for the purpose of both international and intranational communication. Considering this present situation of world Englishes, it is necessary to improve Japanese students' ambivalent attitudes toward non-native Englishes, especially toward Japanese English.

To this end, it will be essential to introduce various Englishes in order to have students learn how people are using Englishes across the world. In introducing different Englishes, McKay (2002) points out that "educators [should] emphasize the fact that an international language belongs to all of its users and not exclusively to speakers of the Inner Circle" (p.127). Therefore, promotion of the pluralistic view of Englishes will be a step forward to nourish more positive attitudes toward Japanese English. Concrete and effective methods to introduce world Englishes should await for future researches, yet a possible method will be to use computer networking in classes to gather and share information on the different Englishes of the world.

6.2 Limitations

There are mainly three limitations in this study. First, more speech samples and more varieties of English could have been added to enhance generalizability. In addition, more adjectives should have been added to the SD scales to ensure the representativeness of each dimension. Second, the correlation coefficients were not very high, and what this study pointed out concerning such relationships should be interpreted carefully. Third, follow-up interviews should have been conducted with some participants in order to gather more qualitative data so that it could have been analyzed along with the statistical data used in this study.

6.3 Suggestions

As English continues to spread across the world, language attitudes toward different Englishes will continue to be an essential topic. Here are some topics that await further investigation. First, this study focused on the phonological aspects of Englishes, yet studies that focus on different linguistic aspects such as grammatical aspects could be conducted to see if they yield different evaluations. Second, the relationship between factors of learning English and language attitudes should be investigated further to see

if there is any causal relationship. Third, effective ways to reflect today's reality of world Englishes in English education in Japan should be investigated.

7. Conclusion

This paper investigated Japanese university students' language attitudes toward Japanese English in comparison with their attitudes toward American English and Chinese English. By using VGT and questionnaires as methodology, this study showed that Japanese university students hold complex attitudes toward different Englishes. For the solidarity dimension, they evaluated "not own" non-native English highest, then "own" non-native English, and then native English. For the status dimension, they evaluated native English higher than both non-native Englishes. Therefore, it became clear that their attitudes toward Japanese English are quite ambivalent.

This study showed that some factors of learning English and participants' social variables were related to language attitudes toward Englishes. Motivation for learning English and language teacher preference showed some correlation with attitudinal differences toward Englishes. The amount of exposure to Japanese English also showed relevance to differences in evaluation.

The English language has now become world Englishes. They are used as an integral language in various areas of the world for the purpose of international and intranational communication. As Englishes across the world become autonomous varieties, it is essential to nourish more positive attitudes toward Japanese English among Japanese students of English. As a first step to improve ambivalent attitudes toward Japanese English, English education in Japan should integrate a pluralistic view of Englishes.

Acknowledgment

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Appendix

Questionnaire B (English version)

1. I learn English because I like English.
2. English spoken by Japanese people is intelligible in places where people from different countries gather.
3. I learn English because it is a required course at university.
4. I want to learn English from native teachers of English.
5. It is agreeable for Chinese people to speak English as typical of Chinese speakers of English.
6. I want to use English as Japanese teachers of English do.
7. English is used across the world with characteristic features in each area.
8. It is fun to use English.
9. English spoken with Japanese accent should be acknowledged as equal.
10. I learn English because it becomes an advantage in getting jobs.
11. English spoken by Chinese people is intelligible in places where people from different countries gather.
12. English is an integral education in today's society.
13. I want to use English as native teachers of English do.
14. I use English when I talk with Chinese people.
15. Learning English will lead to social success.
16. English spoken by non-native speakers should be recognized as equal with English spoken by native speakers.
17. I want to learn English from Japanese teachers.
18. English spoken with Chinese accent should be acknowledged as equal.
19. I learn English because I want to learn cultures of native English speaking countries.
20. It is agreeable for Japanese people to speak English as typical of Japanese speakers of English.